



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 11481382  
SAU: Sanford School Department  
School: Sanford Jr High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 8

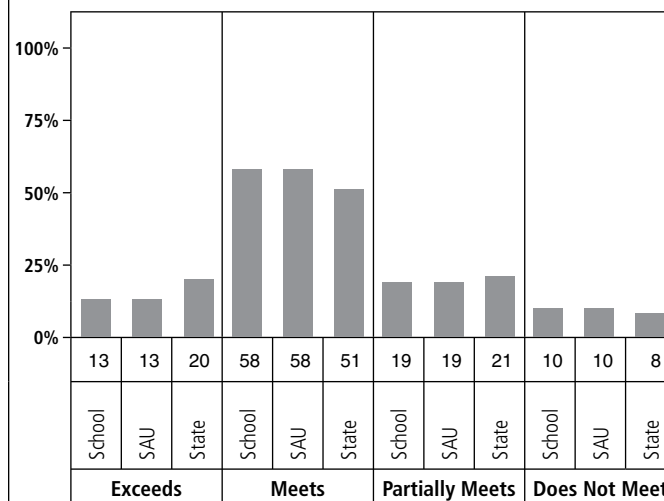
SAU: Sanford School Department

School: Sanford Jr High School

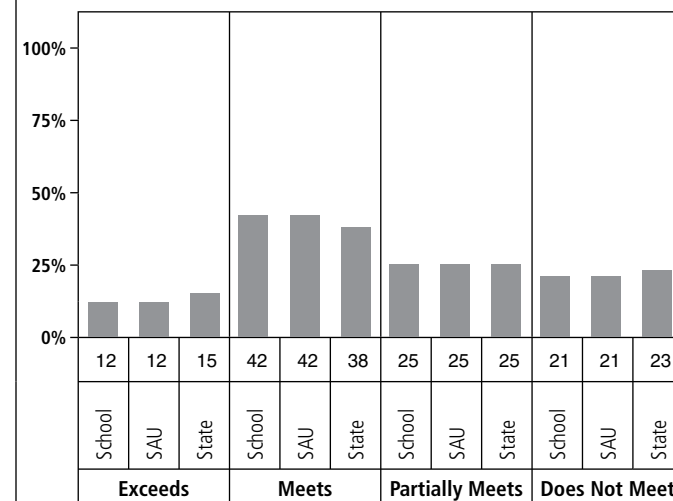
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	845	845	847
2007–2008	849	849	849
<b>2008–2009</b>	<b>848</b>	<b>848</b>	<b>850</b>
Cum. Avg.*	847	847	849
<b>Mathematics</b>			
2006–2007	842	842	842
2007–2008	843	843	841
<b>2008–2009</b>	<b>843</b>	<b>843</b>	<b>843</b>
Cum. Avg.*	843	843	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>843</b>	<b>843</b>	<b>846</b>

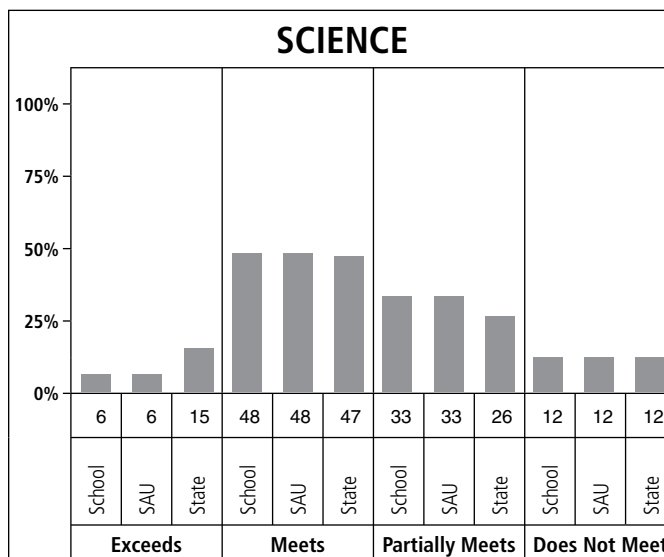
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 8  
 SAU: Sanford School Department  
 School: Sanford Jr High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
<b>Total number of students</b>	258	100	259	100	14804	100	256	99	257	99	14659	99	257	100	258	100	14653	99	256	100	257	100	14626	99
<b>Ethnicity</b> African American/Black	3	1	3	1	377	3	3	100	3	100	366	97	3	100	3	100	371	98	3	100	3	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	6	2	6	2	238	2	5	83	5	83	232	97	6	100	6	100	234	98	6	100	6	100	234	98
Hispanic	2	1	2	1	192	1	2	100	2	100	188	98	2	100	2	100	191	100	2	100	2	100	190	99
Caucasian/White	247	96	248	96	13878	94	246	100	247	100	13756	99	246	100	247	100	13742	99	245	100	246	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	53	21	54	21	2489	17	52	98	53	98	2434	99	52	98	53	98	2424	98	51	98	52	98	2418	98
<b>Current LEP</b>	7	3	7	3	349	2	6	86	6	86	331	95	7	100	7	100	342	98	7	100	7	100	338	97
<b>Economically disadvantaged</b>	126	49	126	49	5460	37	125	99	125	99	5380	99	126	100	126	100	5377	99	125	100	125	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
<b>Participation without accommodations</b>	229	89	229	88	12132	82	229	89	229	88	12124	82	229	89	229	88	12169	82
Identified disability (PET/IEP)	26	11	26	11	379	3	26	11	26	11	380	3	26	11	26	11	425	3
LEP	6	3	6	3	166	1	6	3	6	3	169	1	6	3	6	3	168	1
504 plan	2	1	2	1	200	2	2	1	2	1	200	2	2	1	2	1	202	2
<b>Participation with accommodations</b>	22	9	22	8	2349	16	23	9	23	9	2347	16	22	9	22	8	2288	15
Identified disability (PET/IEP)	21	95	21	95	1877	80	21	91	21	91	1862	79	20	91	20	91	1824	80
LEP	0	0	0	0	158	7	1	4	1	4	167	7	1	5	1	5	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	1	5	1	5	292	12	1	4	1	4	297	13	1	5	1	5	280	12
<b>Participation through alternate assessment (PAAP)</b>	5	2	6	2	178	1	5	2	6	2	182	1	5	2	6	2	169	1
Identified disability (PET/IEP)	5	100	6	100	178	100	5	100	6	100	182	100	5	100	6	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	1	0	1	0	38	0
<b>Non-participation – other</b>	2	1	2	1	113	1	1	0	1	0	117	1	1	0	1	0	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Sanford School Department  
School: Sanford Jr High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	44	15	44	15	2407	16
	2007-2008	54	22	54	22	3428	23
	<b>2008-2009</b>	<b>33</b>	<b>13</b>	<b>33</b>	<b>13</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	131	16	131	16	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	138	46	138	46	7494	49
	2007-2008	120	48	120	48	7179	48
	<b>2008-2009</b>	<b>146</b>	<b>58</b>	<b>146</b>	<b>58</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	404	50	404	50	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	81	27	81	27	3628	24
	2007-2008	52	21	52	21	2706	18
	<b>2008-2009</b>	<b>47</b>	<b>19</b>	<b>47</b>	<b>19</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	180	22	180	22	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	39	13	40	13	1810	12
	2007-2008	24	10	25	10	1611	11
	<b>2008-2009</b>	<b>25</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	88	11	90	11	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.4	61.4	34.4	61.4	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.1	60.5	12.1	60.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.2	61.7	22.2	61.7	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Sanford School Department

School: Sanford Jr High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	251	33	13	146	58	47	19	25	10	848	251	13	58	19	10	848	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	3										3						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	5	0	0	3	60	2	40	0	0	845	5	0	60	40	0	845	231	28	43	19	10	851
Hispanic	2										2						186	17	48	23	12	847
Caucasian/White	241	31	13	141	59	44	18	25	10	848	241	13	59	18	10	848	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	47	0	0	10	21	20	43	17	36	834	47	0	21	43	36	834	2256	2	25	40	34	834
No	204	33	16	136	67	27	13	8	4	851	204	16	67	13	4	851	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	6	1	17	3	50	2	33	0	0	849	6	17	50	33	0	849	324	5	34	36	26	838
No	245	32	13	143	58	45	18	25	10	848	245	13	58	18	10	848	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	121	13	11	59	49	34	28	15	12	845	121	11	49	28	12	845	5277	10	46	29	15	844
No	130	20	15	87	67	13	10	10	8	851	130	15	67	10	8	851	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	251	33	13	146	58	47	19	25	10	848	251	13	58	19	10	848	14476	20	51	21	8	850
<b>Gender</b>																						
Female	124	23	19	73	59	21	17	7	6	851	124	19	59	17	6	851	7074	25	51	18	6	852
Male	127	10	8	73	57	26	20	18	14	845	127	8	57	20	14	845	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	251	33	13	146	58	47	19	25	10	848	251	13	58	19	10	848	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	13	4	31	9	69	0	0	0	0	861	13	31	69	0	0	861	700	69	30	1	0	867
No	238	29	12	137	58	47	20	25	11	847	238	12	58	20	11	847	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Sanford School Department

School: Sanford Jr High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	11	1	4	12	44	5	19	9	33	841	11	4	44	19	33	841	8	8	39	29	24	841
B. less than one hour	62	21	14	93	60	31	20	10	6	848	62	14	60	20	6	848	51	17	53	22	8	849
C. one to two hours	25	11	18	38	61	11	18	2	3	851	25	18	61	18	3	851	36	24	52	18	5	852
D. more than two hours	2	0	0	2	40	0	0	3	60	833	2	0	40	0	60	833	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	17	21	51	64	7	9	5	6	852	32	21	64	9	6	852	31	35	50	11	4	856
B. good	52	16	12	77	60	27	21	9	7	848	52	12	60	21	7	848	47	16	55	21	7	849
C. fair	15	0	0	16	43	12	32	9	24	838	15	0	43	32	24	838	18	5	47	33	15	842
D. poor	1	0	0	1	33	1	33	1	33	838	1	0	33	33	33	838	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	11	16	41	59	12	17	5	7	849	28	16	59	17	7	849	32	27	54	14	5	853
B. They match some of what I have learned.	60	16	11	94	64	28	19	10	7	848	60	11	64	19	7	848	52	18	53	22	8	850
C. They match just a little of what I have learned.	9	5	23	7	32	6	27	4	18	845	9	23	32	27	18	845	12	11	45	29	15	844
D. There is no match.	4	1	11	2	22	1	11	5	56	836	4	11	22	11	56	836	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	6	13	23	49	9	19	9	19	844	19	13	49	19	19	844	15	13	42	28	17	844
B. about the same as my regular schoolwork	66	23	14	95	59	31	19	12	7	849	66	14	59	19	7	849	64	19	53	20	7	850
C. easier than my regular schoolwork	15	4	11	24	65	6	16	3	8	849	15	11	65	16	8	849	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	3	11	13	46	6	21	6	21	842	12	11	46	21	21	842	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	56	14	10	82	60	27	20	13	10	847	56	10	60	20	10	847	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	32	16	21	45	58	12	16	4	5	852	32	21	58	16	5	852	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	17	14	66	56	23	19	12	10	848	49	14	56	19	10	848	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	45	16	15	64	59	18	17	10	9	849	45	15	59	17	9	849	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	8	57	6	43	0	0	844	6	0	57	43	0	844	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	17	11	26	24	57	5	12	2	5	853	17	26	57	12	5	853	19	26	53	15	6	853
B. 20 minutes to an hour	35	12	14	55	64	15	17	4	5	850	35	14	64	17	5	850	40	25	52	17	6	852
C. less than 20 minutes	17	5	12	24	59	7	17	5	12	848	17	12	59	17	12	848	15	18	51	21	10	849
D. I rarely read at home.	32	5	6	41	52	20	25	13	16	843	32	6	52	25	16	843	26	7	50	30	13	844
How do you feel about the following statement?																						
“My knowledge of reading will be useful to me as an adult.”																						
A. strongly agree	45	18	16	72	64	13	12	9	8	851	45	16	64	12	8	851	42	27	51	15	6	853
B. agree	45	13	12	61	54	27	24	11	10	846	45	12	54	24	10	846	50	15	53	23	9	848
C. disagree	7	1	6	8	44	6	33	3	17	842	7	6	44	33	17	842	7	8	46	32	14	843
D. strongly disagree	2	1	20	3	60	0	0	1	20	848	2	20	60	0	20	848	2	6	39	35	21	840
Optional school/SAU question																						
A.	40	0	0	1	50	1	50	0	0	841	40	0	50	50	0	841						
B.	60	0	0	0	0	2	67	1	33	831	60	0	0	67	33	831						
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Sanford School Department  
School: Sanford Jr High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	29	10	29	10	1952	13
	2007-2008	30	12	30	12	1657	11
	<b>2008-2009</b>	<b>30</b>	<b>12</b>	<b>30</b>	<b>12</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	89	11	89	11	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	132	44	132	44	5870	38
	2007-2008	109	44	109	43	5956	40
	<b>2008-2009</b>	<b>106</b>	<b>42</b>	<b>106</b>	<b>42</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	347	43	347	43	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	81	27	82	27	3982	26
	2007-2008	57	23	57	23	3729	25
	<b>2008-2009</b>	<b>64</b>	<b>25</b>	<b>64</b>	<b>25</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	202	25	203	25	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	60	20	60	20	3534	23
	2007-2008	54	22	55	22	3579	24
	<b>2008-2009</b>	<b>52</b>	<b>21</b>	<b>52</b>	<b>21</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	166	21	167	21	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	28.6	51.1	28.6	51.1	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	3.5	43.8	3.5	43.8	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.8	55.0	8.8	55.0	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	4.8	40.0	4.8	40.0	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	11.5	57.5	11.5	57.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Sanford School Department

School: Sanford Jr High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	252	30	12	106	42	64	25	52	21	843	252	12	42	25	21	843	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	3										3						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	6	0	0	4	67	0	0	2	33	842	6	0	67	0	33	842	233	27	33	20	21	847
Hispanic	2										2						190	8	31	26	34	836
Caucasian/White	241	30	12	100	41	62	26	49	20	843	241	12	41	26	20	843	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	47	1	2	8	17	10	21	28	60	827	47	2	17	21	60	827	2242	2	12	22	63	824
No	205	29	14	98	48	54	26	24	12	846	205	14	48	26	12	846	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	7	0	0	5	71	0	0	2	29	843	7	0	71	0	29	843	336	6	18	26	51	829
No	245	30	12	101	41	64	26	50	20	843	245	12	41	26	20	843	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	122	12	10	34	28	36	30	40	33	838	122	10	28	30	33	838	5270	6	30	28	36	835
No	130	18	14	72	55	28	22	12	9	847	130	14	55	22	9	847	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	252	30	12	106	42	64	25	52	21	843	252	12	42	25	21	843	14466	15	38	25	23	843
<b>Gender</b>																						
Female	124	14	11	54	44	33	27	23	19	843	124	11	44	27	19	843	7070	15	39	25	22	843
Male	128	16	13	52	41	31	24	29	23	843	128	13	41	24	23	843	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	252	30	12	106	42	64	25	52	21	843	252	12	42	25	21	843	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	13	11	85	2	15	0	0	0	0	869	13	85	15	0	0	869	700	68	27	3	1	866
No	239	19	8	104	44	64	27	52	22	841	239	8	44	27	22	841	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Sanford School Department

School: Sanford Jr High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	11	2	7	7	26	9	33	9	33	835	11	7	26	33	33	835	8	8	24	24	44	833
B. less than one hour	62	21	13	65	42	38	24	32	21	843	62	13	42	24	21	843	51	12	38	26	23	842
C. one to two hours	25	7	11	31	50	15	24	9	15	846	25	11	50	24	15	846	36	19	40	23	19	845
D. more than two hours	2	0	0	2	40	2	40	1	20	832	2	0	40	40	20	832	5	19	36	22	23	844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	34	22	27	35	43	18	22	7	9	851	34	27	43	22	9	851	28	33	41	15	11	852
B. good	45	6	6	51	47	28	26	24	22	841	45	6	47	26	22	841	45	11	43	25	21	842
C. fair	17	1	2	13	32	12	29	15	37	834	17	2	32	29	37	834	21	3	27	35	35	834
D. poor	5	0	0	4	36	4	36	3	27	834	5	0	36	36	27	834	5	2	14	30	54	828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	18	21	42	50	14	17	10	12	849	34	21	50	17	12	849	28	23	41	21	15	848
B. They match some of what I have learned.	54	12	9	55	41	37	28	30	22	842	54	9	41	28	22	842	52	13	40	25	21	843
C. They match just a little of what I have learned.	9	0	0	6	26	10	43	7	30	834	9	0	26	43	30	834	16	8	28	30	34	836
D. There is no match.	3	0	0	2	25	2	25	4	50	823	3	0	25	25	50	823	4	5	15	22	58	826
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	25	3	5	22	35	17	27	20	32	836	25	5	35	27	32	836	32	6	34	29	32	837
B. about the same as my regular schoolwork	59	17	12	64	44	37	25	28	19	843	59	12	44	25	19	843	52	13	41	25	20	843
C. easier than my regular schoolwork	16	10	25	19	48	8	20	3	8	851	16	25	48	20	8	851	16	39	35	13	13	853
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	14	11	52	42	32	26	26	21	842	50	11	42	26	21	842	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	47	14	12	52	45	26	22	24	21	844	47	12	45	22	21	844	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	25	1	13	4	50	1	13	845	3	25	13	50	13	845	7	12	27	27	35	837
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	28	5	7	37	53	15	21	13	19	843	28	7	53	21	19	843	34	18	40	22	20	845
B. two or three days a week	45	15	14	45	41	28	25	23	21	843	45	14	41	25	21	843	35	14	38	26	21	843
C. two or three times each month	20	8	16	19	39	14	29	8	16	844	20	16	39	29	16	844	18	12	37	27	24	841
D. never or almost never	7	2	12	4	24	4	24	7	41	835	7	12	24	24	41	835	13	9	32	25	34	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	14	4	12	14	41	9	26	7	21	842	14	12	41	26	21	842	9	13	38	23	26	841
B. two or three days a week	43	14	13	43	41	28	26	21	20	844	43	13	41	26	20	844	17	11	37	26	26	841
C. two or three times each month	31	11	14	37	48	15	19	14	18	845	31	14	48	19	18	845	28	15	40	25	20	844
D. never or almost never	13	1	3	11	34	11	34	9	28	836	13	3	34	34	28	836	46	16	36	24	23	843
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of mathematics will be useful to me as an adult."</b>																						
A. strongly agree	59	24	16	68	46	29	20	27	18	845	59	16	46	20	18	845	52	19	41	22	18	846
B. agree	33	5	6	28	35	30	37	18	22	839	33	6	35	37	22	839	39	11	35	27	27	840
C. disagree	6	1	7	7	47	3	20	4	27	839	6	7	47	20	27	839	6	7	28	26	39	835
D. strongly disagree	2	0	0	2	40	1	20	2	40	838	2	0	40	20	40	838	3	4	25	28	43	832
<b>Optional school/SAU question</b>																						
A.	40	0	0	0	0	2	100	0	0	835	40	0	0	100	0	835						
B.	60	0	0	0	0	2	67	1	33	831	60	0	0	67	33	831						
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Sanford School Department  
School: Sanford Jr High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	15	6	15	6	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	121	48	121	48	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	84	33	84	33	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	31	12	31	12	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	30.1	53.8	30.1	53.8	32.0	57.1
<b>D. The Physical Setting</b>	31	55	16.5	53.2	16.5	53.2	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	9.1	53.5	9.1	53.5	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	7.3	52.1	7.3	52.1	7.7	55.0
<b>E. The Living Environment</b>	25	45	13.6	54.4	13.6	54.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Sanford School Department

School: Sanford Jr High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	251	15	6	121	48	84	33	31	12	843	251	6	48	33	12	843	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	3										3						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	6	0	0	1	17	4	67	1	17	837	6	0	17	67	17	837	230	20	44	23	13	848
Hispanic	2										2						184	9	45	29	16	842
Caucasian/White	240	14	6	120	50	76	32	30	13	843	240	6	50	32	13	843	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	46	1	2	7	15	22	48	16	35	833	46	2	15	48	35	833	2221	3	22	36	38	832
No	205	14	7	114	56	62	30	15	7	845	205	7	56	30	7	845	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	7	1	14	1	14	3	43	2	29	840	7	14	14	43	29	840	331	4	20	39	37	832
No	244	14	6	120	49	81	33	29	12	843	244	6	49	33	12	843	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	121	5	4	45	37	49	40	22	18	840	121	4	37	40	18	840	5184	6	40	33	21	840
No	130	10	8	76	58	35	27	9	7	846	130	8	58	27	7	846	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	251	15	6	121	48	84	33	31	12	843	251	6	48	33	12	843	14258	15	47	26	12	846
<b>Gender</b>																						
Female	124	9	7	55	44	42	34	18	15	842	124	7	44	34	15	842	6953	14	47	28	11	846
Male	127	6	5	66	52	42	33	13	10	844	127	5	52	33	10	844	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	251	15	6	121	48	84	33	31	12	843	251	6	48	33	12	843	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	13	5	38	8	62	0	0	0	0	861	13	38	62	0	0	861	699	65	34	2	0	865
No	238	10	4	113	47	84	35	31	13	842	238	4	47	35	13	842	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Sanford School Department

School: Sanford Jr High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	11	1	4	9	33	10	37	7	26	837	11	4	33	37	26	837	8	8	34	28	30	837
B. less than one hour	62	10	6	80	51	49	31	17	11	844	62	6	51	31	11	844	51	14	48	27	11	846
C. one to two hours	25	4	6	30	48	23	37	5	8	844	25	6	48	37	8	844	36	19	48	24	9	848
D. more than two hours	2	0	0	2	40	1	20	2	40	836	2	0	40	20	40	836	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	35	9	10	45	51	26	30	8	9	845	35	10	51	30	9	845	23	27	47	17	8	851
B. good	53	6	5	68	51	44	33	15	11	843	53	5	51	33	11	843	53	15	50	26	10	847
C. fair	11	0	0	8	30	12	44	7	26	836	11	0	30	44	26	836	20	4	43	35	18	840
D. poor	1	0	0	0	0	1	50	1	50	827	1	0	0	50	50	827	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	27	3	4	34	51	23	34	7	10	843	27	4	51	34	10	843	26	20	49	23	9	849
B. They match some of what I have learned.	55	10	7	71	52	41	30	15	11	844	55	7	52	30	11	844	51	14	48	26	11	846
C. They match just a little of what I have learned.	16	1	2	15	37	18	44	7	17	838	16	2	37	44	17	838	18	13	44	28	15	844
D. There is no match.	2	1	25	1	25	1	25	1	25	843	2	25	25	25	25	843	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	34	3	4	42	49	26	31	14	16	842	34	4	49	31	16	842	32	13	45	28	14	844
B. about the same as my regular schoolwork	58	11	8	70	49	49	34	13	9	844	58	8	49	34	9	844	56	15	49	25	11	847
C. easier than my regular schoolwork	8	1	5	8	40	7	35	4	20	840	8	5	40	35	20	840	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	46	6	5	60	53	33	29	15	13	843	46	5	53	29	13	843	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	50	9	7	58	47	43	35	14	11	843	50	7	47	35	11	843	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	3	30	6	60	1	10	837	4	0	30	60	10	837	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	37	3	3	46	51	31	34	10	11	842	37	3	51	34	11	842	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	27	6	9	33	50	18	27	9	14	844	27	9	50	27	14	844	23	17	49	22	12	847
C. the course(s) described in B, plus physics	20	6	12	25	51	14	29	4	8	846	20	12	51	29	8	846	21	31	44	17	7	852
D. a life science and physical science class	17	0	0	15	37	18	44	8	20	838	17	0	37	44	20	838	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	35	10	11	46	52	22	25	10	11	846	35	11	52	25	11	846	27	23	47	20	10	849
B. agree	37	2	2	48	52	32	35	10	11	842	37	2	52	35	11	842	37	14	47	27	12	846
C. disagree	21	2	4	23	44	19	37	8	15	841	21	4	44	37	15	841	25	11	48	29	12	845
D. strongly disagree	7	1	6	4	24	9	53	3	18	838	7	6	24	53	18	838	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	40	10	10	51	51	31	31	8	8	846	40	10	51	31	8	846	31	22	46	22	10	849
B. agree	48	3	3	59	50	39	33	17	14	842	48	3	50	33	14	842	50	14	49	26	11	846
C. disagree	8	1	5	8	42	7	37	3	16	842	8	5	42	37	16	842	14	9	45	31	15	843
D. strongly disagree	4	1	10	1	10	5	50	3	30	834	4	10	10	50	30	834	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	40	0	0	0	0	1	50	1	50	824	40	0	0	50	50	824						
B.	60	0	0	1	33	1	33	1	33	836	60	0	33	33	33	836						
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number